

Unveiling Resilience: Exploring Coping Strategies Among Teachers in the Department of Education

Riches L. Tortola, PhD

College of Education, Bukidnon State University, Malaybalay Bukidnon, Philippines

Abstract: *The life of a teacher is not as smooth as many may assume, as reports underscore the myriad challenges faced by educators both locally and internationally. This study aims to delve into the coping strategies employed by teachers within their profession. Utilizing a qualitative case study approach, this research engaged ten (10) junior high school teachers from the Department of Education (DepEd) as participants. Thematic analysis revealed eight (8) key themes encapsulating teachers' coping mechanisms within DepEd, including active coping, positive coping, flexible coping, support group systems, acceptance, avoidant coping, commitment to personal growth, and emotional drivers and motivators. These themes shed light on the diverse array of coping strategies utilized by teachers over time. Categorized into two overarching meta-themes, constructive and non-constructive coping strategies emerged, with the former, encompassing active coping, positive coping, flexible coping, support group systems, acceptance, commitment to personal growth, and emotional drivers and motivators, being the predominant coping mechanisms fostering long-term improvement. Conversely, the latter, represented by avoidant coping, offers short-term relief but may lead to counterproductive outcomes. This study advocates for the development and implementation of a psychosocial training program aimed at enhancing teachers' well-being and resilience within their profession.*

Keywords: *case study, coping strategies, Department of Education, qualitative, teachers*

INTRODUCTION

The life of a teacher is not that smooth like everyone wants to be. The truth is that the life of an educator presents challenges that are shattering and occasionally depressing (Wiggins, 2015). Like every other job, teachers are also struggling with copious challenges. Reports underscored that teacher face several problems and challenges in their teaching profession both in the international and local arena. Filipino teachers have to deal with so many difficulties such as preparation of lesson plans and instructional materials, submitting reports and other paper works, time-consuming extracurricular activities, high cost of living, inadequate finances, faulty teaching-learning materials, balancing diverse needs of the learners, establishing relationships, and many more (Rabago-Mingoa, 2017). However, many teachers thrive and live up to various challenges in the field of teaching. Many teachers utilize behavioral and psychological efforts to handle, reduce, and overcome problems and stressors in the teaching profession. Thus, this study aims to explore the experiences of junior high school teachers in coping with the different challenges in the Department of Education.

Coping refers to the action taken by an individual concerning the internal and external demands of situations perceived as threats (Folkman & Lazarus, 1985). Teachers need to cope with things that transpire to them and the things that occur within them. Coping includes thoughts and actions used to manage, ease, or eliminate a troubling person-environment relationship (Folkman & Lazarus, 1985 and Tortola, 2021). There are two general types of coping strategies used to deal with threatening conditions. First, the problem-focused coping strategy aims to solve problems. It also focuses on doing constructive things. Second, emotion-focused coping intends to manage the emotional distress associated with the situation to endure. Different types of coping strategies cover various sources of teachers' challenges in the teaching profession.

Article IV Section 2 of the Code of Ethics for Professional Teachers under the provisions of R.A. No. 7836 stipulates that every teacher shall maintain the highest standards of quality education. Teachers are mandated to make the most excellent preparations for their teaching vocation. And each educator shall be at his paramount form every time in the exercise of his profession. Indeed, many challenges threatened the provisions as mentioned earlier for each Filipino teacher. A teacher can practice professional efficacy if he handles problems correctly (McLaughlin, 1992). Conversely, when a teacher faces challenges poorly, this response precipitates to a state of stress that is potentially dangerous to his/ her performance and wellness (Rabago-Mingoa, 2017, Tortola, 2024).

Several types of research documented teachers' challenges in their teaching profession. Makiwane-Mazinyo and Pillay (2017) revealed some difficulties encountered by the teachers: overloading the curriculum, inefficient teaching methods, lack of training, and lack of support. Along with time constraints in planning, some teachers confronted with overcrowded class sizes making it difficult to pay attention to each student's needs (Mwanamukubi, 2013; Matsa, Moyo & Sibanda, 2018). Moreover, Ghavifekr, Kunjappan, Ramasamy, and Anthony (2016) emphasized that the teachers lack competency in integrating new technologies into the school teaching and learning process. Nowadays, educators grappled the changing educational trends year after year. And teachers should be ready to embrace innovative tools and technologies to provide students with quality education

continuously.

However, some teachers cannot withstand the workload challenges and difficulties in the classroom and the school community. In recent years, a startling number of fresh teachers called it quits to discharge their tasks in the profession (Tortola, 2021). And there are many reasons why teachers abandon the teaching profession. Chambers Mack, Johnson, Jones-Rincon, Tsatenawa, and Howard (2019) said that educators with more inferior mental quality of life, higher levels of stress, depression, and anxiety disorder tend to quit. Teachers who are pressured by too many challenges, such as workloads in the workplace, might be stressed (Pagayanan, 2016). Distress teachers manifest poor mental, emotional, and physical condition. At the end of a working day, some teachers overworked with the administrative workload and negative teacher/student relationships (Sims, 2013). Worst case scenario, in the year 2018, the Department of Education reported three

(3) cases of teachers committing suicide. One teacher from the Luzon area hanged herself last August 30, 2018, because of the burden of paperwork as one of the reasons. Last July 2018, reports circulated on social media that a multi-grade teacher in the Visayas area committed suicide inside their house. Another teacher from the Mindanao committed suicide inside the classroom's comfort room due to personal matters. These suicide accounts are quite alarming. However, Secretary Leonor Briones of the Department of Education countered previous reports of teachers committing suicide allegedly due to school and depression (Terrazola, 2018). In schools where it is impossible to avoid challenges or difficulties, teachers should apply coping strategies to alleviate the negative effects of prolonged exposure to stress.

Undeniably, the teaching profession is prone to diverse challenges. Thus, there is a necessity to examine recognizable coping strategies. It is imperative to investigate how teachers handle, overcome, or deal with these challenges. Specifically, this study explores how Filipino junior high school teachers cope with the demands of a teacher in the Department of Education. Carver, Scheier and Weintraub (1989) discussed coping strategies involving a broad spectrum of behavioral and psychological efforts aimed at reducing, tolerating, and mastering stressful or unpleasant events. Coping strategies could be problem-solving strategies characterized by attempts to do something active to alleviate stressful circumstances or emotion-focused coping strategies which involve efforts to regulate the emotional consequences of stressful or potentially stressful events (Folkman & Lazarus, 1980). However, the coping strategies that operate for someone else might not work for you.

Carver, Scheier and Weintraub (1989) developed a coping scale to assess how people respond to stress. They highlighted distinct aspects of problem-focused coping, emotion-focused coping, and levels that measure coping responses that are perhaps less useful. Quraishi, Aziz and Siddiquah (2018) identified the perceived job stress and stress coping strategies used by Pakistani teachers using a survey research design. They found out that university faculty employed positive reinterpretation and growth, turning to religion, planning, active coping, restraining coping, and suppression of competing activities. Other coping mechanisms include seeking social support, mental disengagement, alcohol-drug disengagement, and acceptance.

Moreover, Pagayanan (2016) investigated teachers' stress profiles in Tacloban City and their corresponding coping mechanisms. The study used descriptive–correlational design and established that there are several sources of stress, and their level of anxiety was generally high. Teachers employed positive coping strategies that correspond to the causes and levels of stress. However, other teachers utilized negative coping strategies.

The present study attempts to join the conversation about the topic by focusing on the coping strategies junior high school teachers employ in performing duties and responsibilities in the Department of Education. This investigation intends to obtain empirical data on the grassroots level by exploring teachers' experiences as they overcome difficulties. Highlighting teachers' coping strategies can not only support retention and efficiency but also cascade to students' overall performance. Moreover, the findings of this study serve as a guide for creating training framework development that would help teachers become more resilient, productive, and proficient.

Framework

This study builds on the Ways of Coping introduced by Lazarus and his colleagues (Folkman & Lazarus, 1980). This coping theory entails the process of dealing with internal and external demands of situations perceived as threats. It encompasses both cognitive and behavioral efforts to deal, reduce, or eliminate a troubling person–environment relationship (Folkman & Lazarus, 1985). There are two general types of coping strategies—first, problem-focused coping aims to solve problems or do constructive things. Second, emotion-focused coping intends to manage the emotional distress associated with the situation.

The Cognitive Appraisal Theory by Lazarus emphasizes that cognitions and emotions play a crucial role in assessing the potential threat of stress and the response of the person to the stressor (Lazarus, 1982). He further construed that people mostly utilized active coping strategies. The approach-oriented coping theory involves a spectrum of physiological, cognitive, and environmental coping strategies aimed at reducing and mastering stressful events (Carver, Scheier & Weintraub, 1989).

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and suppression of competing activities. Other coping mechanisms include seeking social support, mental disengagement, alcohol-drug disengagement, and acceptance.

Moreover, Pagayanan (2016) investigated the stress profile of teachers and corresponding coping mechanisms. The study established that there are several sources of stress. Teachers employed positive coping strategies that correspond to the causes and levels of stress. However, other teachers utilized negative coping strategies. Thus, coping strategies are dynamic and relative. The coping mechanisms that operate for someone else might not work for you.

This study also finds anchorage on Article IV Section 2 of the Code of Ethics for Professional Teachers under the provisions of R.A. No. 7836, stipulating that every teacher shall uphold the highest possible standards of quality education. The Code of Ethics for Professional Teachers urged all educators to ensure the best measures for their teaching career. Moreover, each educator is mandated to be at his best at all times in the practice of his profession. The present study is also anchored on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017 as a framework of teacher quality. Domain 7 of the said framework emphasizes teachers' personal growth and professional development. It highlights teachers' appropriate and high respect for the profession by maintaining qualities that advocate the dignity of teaching — this domain values personal and professional reflection and learning to improve practice.

Objective of the Study

The definitive goal of this study was to explore the coping strategies of the teachers as they try to handle, overcome, or deal with the challenges and demands in the teaching profession. These teachers' coping strategies highlight the things or factors that push them to persevere and perform their duties and responsibilities.

This study explored the teachers' coping strategies in the Department of Education.

METHODS

Research Design

This study utilized multiple case studies to examine several cases in recognizing the similarities and differences in teachers' coping strategies in the Department of Education. A case study is an exploratory approach to research that seeks to investigate a case – an individual, a situation, an organization, or a phenomenon to shed light on a larger class of cases (Creswell, 2003). In a qualitative case study approach, the case number may range from a single case up to 12 instances (Gerring, 2006). The case analysis focuses on the exploration of a unique context but seeks to inform the inquiry from a broader perspective. A particularistic case study focuses on a particular situation, location, or bounded phenomena such as a program, a person, or a process to explore specific issues and problems (Merriam, 1998). Therefore, a case study research design is appropriate in this inquiry because it focuses on the coping strategies employed by junior high school teachers in dealing with their challenges in the teaching profession.

Research Setting

The researcher conducted the study in the Department of Education – Region X, particularly in the Division of Malaybalay City, Division of Bukidnon, Division of Valencia City.

Participants of the Study

The participants of the study were the ten (10) junior high school teachers from the Division of Malaybalay City, Division of Bukidnon, Division of Valencia City.

The researcher ascertained that the research participants have at least three (3) years of teaching experience. The study employed a purposive sampling technique. Qualitative research typically used this non- random sampling method in which specific features or characteristics of the participants are chosen deliberately due to the qualities they possess (Etikan, Musa & Alkassim, 2016). Recruitment of the participants was voluntary with the informed consent as proof of their voluntary participation.

Research Instrument

In this case analysis, the researcher represented as the primary research instrument. The study utilized the data source triangulation method in collecting data based on the interview, observation of interactions, and document analysis (Carter,

Bryant-Lukosius, DiCenso, Blythe & Neville, 2014). The researcher developed an Interview Schedule (See Appendix A) used in conducting a face-to-face interview. The inquirer presented the interview guide to the panel during the pre-oral defense for approval. The interview schedule is composed of engaging, exploratory, and exit questions designed to discover the teachers' coping strategies as they try to handle, overcome, or deal with the challenges and demands in their teaching profession.

Data Gathering Procedure

In gathering the data, the data source triangulation method promoted the collection of information based on an interview, observation of interactions, and document analysis (Carter et al., 2014). This triangulation approach ensures that sufficient data are collected and analyzed from different perspectives to ensure the credibility of research findings (Creswell, 2009). The researcher collected the data through face-to-face interviews with the teacher-participants utilizing the semi-structured interview guide. The researcher interviewed with the presence of a guidance counselor. Besides the individual meeting, the researcher gathered data through observations of participants' interactions and document analysis. Using a reflective journal as a document, the inquirer emphasizes the reflection of teachers' experiences with the phenomenon to obtain robust data.

The interview and reflective journal document analysis commenced in November 2019 and concluded in December 2019. Each meeting lasted for 40 - 55 minutes. The researcher recorded the interviews after obtaining permission to ensure accurate transcription. The researcher also took notes during each interview, along with the observations of interaction.

As a preliminary procedure in the interview process, the researcher explained to the participants the purpose of the study, research procedures, and protection of confidentiality. The researcher provided them information about himself to establish rapport and gain their trust. Open-ended questions were used throughout the interviews to encourage respondents to respond freely and openly to queries. Probing and follow-up questions allowed participants to elaborate on or clarify a response.

The transcription process followed after each interview. To ensure transcript accuracy, the researcher reviewed each transcript while listening to the audiotapes. Interview responses were then transcribed in verbatim form and returned to participants for member checking as a form of validation. Then meanings were formulated through memos and inductive data analysis.

Ethical Considerations

To maintain the research integrity, the researcher observed ethical considerations in this exploration. The guidelines served to protect the interests of individuals by looking at ethical concerns such as protection of confidentiality, nature of participation, and informed consent as a process.

Protection of Confidentiality. The anonymity of participants' identity and confidentiality of the participants were fundamental to the conduct of this exploration. The researcher ensured participants that the data they provide could not be traced back to them in all means and forms of dissemination.

Nature of Participation. The inquirer ensured the voluntary participation of the research participants without coercion. The researcher oriented the participants about their right to withdraw any time from the research should they want to. *Informed Consent.* The researcher employed no deceptive practices in administering informed consent from the potential research participants. The researcher read the written letter to the participants. This form presented the researcher's identity, defined the purpose of the research, and described the ethical guidelines used in the study. The participant affixed his/her signature on the form, indicating consent to participate in the study.

Data Analysis

The gathered data were examined and categorized to find patterns and meanings embedded in the case study. The thematic analysis guided the analysis of trends, determination of implications, and construction of conclusions. This study utilized five stages of data analysis adopted from the research of Ajjawi and Higgs (2007). *Stage 1 Immersion* tasks include organizing the data-set into texts, iterative reading of texts, and preliminary interpretation of texts to facilitate coding. *Stage 2 Understanding* tasks comprise identifying first-order constructs and coding of data. *Stage 3 Abstraction* emphasizes identifying second-order constructs and grouping second-order constructs into sub-themes. *Stage 4 Synthesis and Theme Development* accentuate cluster of sub-themes into themes and further elaboration of ideas. Lastly, *Stage 5 Illumination and Illustration of Phenomena* include linking the literature to the items identified, synthesizing the phenomenon, and developing the model.

RESULTS AND DISCUSSION

This section of the paper presents the analysis and interpretation of the data gathered on teachers' coping strategies. The data highlight the experiences of junior high school teachers as they handle and cope with the different challenges in the

Teachers' Coping Strategies in the Department of Education: Case Analysis

Case 1. Research Participant 1 is 35 years of age, a male teacher from the Division of Bukidnon. He occupies a Teacher 1 position who has served DepEd for 12 years as a public high school teacher. He enumerated different challenges in the Department of Education, such as poor students' performance, lack of proper performance measures for teachers, and lack of appropriate system on teachers' promotion. He also articulated that teacher take on too many roles at the same time. But he pointed out some strategies on coping with the demands and challenges in the Department of Education.

"I cope with the demands by abiding by the demands, by managing my time, and seeking for professional development. The factors that push me to persevere in my teaching profession are salary, compensation, and security of tenure." (RP1)

He also emphasized two reasons teachers maintain effort and interest in teaching as they perform their duties and responsibilities.

"I maintain effort and interest because of family needs and security of tenure." (RP1)

Case 2. Research Participant 2 is a female teacher from the Division of Malaybalay City. She is 31 years of age. She occupies a teacher 2 position who has worked at DepEd for nine (9) years as a public high school teacher. She itemized different challenges in her teaching profession like inadequate learning resources, over standard class size, overlapping school activities, and poor students' attention span. She also claimed that teachers need to submit reports in an instant. However, she employed various coping strategies in the performance of her duties and responsibilities as a teacher.

"I for one am the master of my own timeline. However, this line of work is very demanding. In order to not be burned out, we need to do things one step at a time. Never delay. Coping mechanism depends on how you are as a person. Personally, since I am an outgoing individual, I do travelling in-betweens. We are humans though. We sometimes need a breather." (RP2)

She also articulated some factors that push her to persevere in her teaching profession.

"Professional growth is indeed my motivator to persevere in my teaching profession. In the first place, I chose this profession. Though we are overworked yet underpaid, it did not stop me to really continue teaching because I love doing this. Amidst the hectic schedule, we should learn to smile and take each problem as a challenge that will help us grow. Positivity is truly a must." (RP2)

Case 3. Research Participant 3 is 30 years of age, a female teacher from the Division of Malaybalay City. She occupies a Teacher 1 position working as a junior high school teacher for six (6) years. She struggled with handling high school students who are non-readers and lack of time for remedial classes. She also said that teachers are not allowed to retain non-performing students. Nevertheless, she approached these challenges through her commitment to personal growth.

"Since I find it very challenging, I considered it a problem that badly needs solution, so I actually conducted a thesis study about it and was able to give myself enlightenment, understanding, solutions, and proper implementations as to what to do to overcome this problem. With the nature of the demands in the DepEd, it seems normal to get frustrated and disappointed at times. But I remain steadfast to my teaching profession. However, I made it very clear to myself that these students who badly need my help are my focus, so positivity allows me to really focus." (RP3)

Moreover, she specified different reasons and sources of inspiration to persevere in her teaching profession.

"The thought of being needed pushes me to persevere in my teaching profession...I decided to continue what I have been doing and will do more what's best for them, in fact I didn't realize I was able to finish another study and able to discover remedies that are best for the students reading problems." (RP3)

Case 4. Research Participant 4 comes from the Division of Bukidnon. He is 34 years of age, a male teacher. He occupies a Teacher 1 position who has served DepEd for nine (9) years as a public high school teacher. He specified various challenges of teachers, such as handling student discipline, curriculum overload, work overload, lack of parental support, and lack of support from co-teachers and administrators. He claimed that teachers are confronted with work and family demands. He also itemized coping strategies in facing the challenges in the teaching profession.

"I try to be resourceful as much as I can in order to confront different challenges I encountered in my teaching profession. The following are some sources of challenges and my coping mechanisms: for discipline

challenges - I accept situations, for lack of support from parents - I seek outside sources, for work overload - I seek administrative support, for lack of support from teachers - I seek outside sources support, for lack of support from administration - I do reevaluation of teaching, for work demands and family demands - I use time management, for curriculum challenges - I seek within school support, for wanting to meet self-expectations - I re-evaluate my teaching, for lack of set routines - I seek staff and administrative support, for classroom time management - I seek mentor support, for not having clear expectations - I look for mentor/buddy teacher support.” (RP4)

He also itemized ways of handling, overcoming, or dealing with the challenges of teachers in their teaching profession. *“Flexibility is highly needed for responding to changes, e.g., for curriculum changes, by attending enhancement seminar like inset, mentoring and orientation of learners and teachers to overcome these challenges. For the workload, I employ proper time management and seek administrative support to have additional effective and efficient teachers. Besides, the following are the suggested ways to overcome challenges: manage your time well, tell someone, if you're being bullied or threatened, choose your friends wisely, rethink your constantly up and down relationship, have a positive attitude, open up to your family, prepare, get rid of distractions, and reward yourself.” (RP4)*

Moreover, Case 4 also utilized various ways of coping with the demands of a teacher in the Department of Education. *“With regard to coping with demands of a teacher in DepEd, I guess I find it hard. Besides, various literature exposed that those who do not find a coping mechanism ultimately increase the risk of becoming as overwhelmed educator with responsibilities that while are part of the educational field cannot be properly dealt with. To prepare more effective teachers, mentoring and induction programs are required, so that teachers would be able to receive proper training and would be able to cope with the difficulties of the first year of teaching. In addition to that, there should be another agency or department that would counterpart to provide financial assistance and support and carry out the said program. Finally, there should also be refreshing seminar about the Code of Ethics of Professional Teachers and Values Formation Seminar for the purpose of review and re-internalizing the role, for us to make effective and efficient teachers in the DepEd.” (RP4)*

He further pointed out reasons to maintain effort and interest in performing his duties and responsibilities as a teacher. *“I maintain the effort and interest in performing my duties and responsibilities as a teacher over long period of time by having persistence and passion and love for work and make this as a daily routine. Say for an instance, if you are handling a subject not in line to your field of specialization, of course, you need to burn candles for it by studying more and being patient enough to the students' behavior and refrain from any discouragements that may occur.” (RP4)*

Case 5. Research Participant 5 is a female teacher from the Division of Malaybalay City. She is 39 years of age. Presently, she occupies a Teacher 3 position working as a public high school teacher for eight (8) years. She struggled in several ways, such as the monetary demands of classroom structuring and beautifying. She struggled with pressures from the school administrators and co-teachers. Case 5 claimed that teachers have to spend their own money on seminars/workshops, and they do not receive refunds for cash paid. Nonetheless, she presented her coping strategies to confront the pressures and demands in the Department of Education.

“My coping strategies are: go with the flow, never reject opportunities, and accept difficulties with a smile...I handle challenges by being steadfast and being considerate for everything happens for a reason. I cope with the demands of a teacher in DepEd by just going with the flow so as to be apart from stress and hassles.” (RP5)

Research participant 5 also stipulated different sources of inspiration that push her to persevere in her teaching profession.

“My family and my passion for teaching push me to persevere in my teaching profession...Having been tested through times, I've learned to be vigilant and be steadfast for whatever obstacles I may encounter in my teaching profession. Because of these difficulties, I become more mature and become a well-adjusted person who can still manage to stand and to smile amidst pressures for I chose to be an inspiration to others most especially to my students.” (RP5)

Case 6. Research Participant 6 is a male teacher from the Division of Valencia City. He is 37 years of age. Right now, he occupies a Master Teacher 1 position who has worked in DepEd for the last 15 years as a classroom teacher. He contended with difficulty handling students' behavior, addressing the diverse needs of the learners, and problems with failing students. He also shed light on the struggles of teachers in dealing with other teachers and leaving classrooms to attend a lot of trainings. Research participant 6 cited several ways of persevering with the challenges of the teaching profession.

"Because teaching is my passion, that is why I persevere in my teaching profession. When you are passionate of the things that you are doing, you find enjoyment year after year and you have to take different ways on how, to somehow, address those problems. Because I don't complain. I don't like people who keep on complaining because it adds negative vibes. So what you do is you have to be proactive to contribute in the school. Because if you keep on complaining, that's reactive and that's very negative. So you have to be proactive." (RP6)

He also cited specific instances of maintaining his effort and interest in performing his duties and responsibilities as a teacher over a long time.

"I focus on helping students since that's my passion even before to empower young people. I always go back to that idea to help the students empower themselves. Like for example, I help students especially those who are interested in doing international exchange programs. Actually, I extend help from the preparation of documents to helping them before the program and after the program. Of course, in most of my subjects, I conduct remedial classes for those who like to have remedial classes in Physics. For those who don't, I don't require them anymore." (RP6)

Case 7. Research Participant 7 is a female teacher from the Division of Valencia City. She is 61 years of age. Currently, she occupies a Master Teacher 1 position working as a public high school teacher for 27 years. She said that teachers have difficulty with the changing educational trends and concretizing very abstract concepts. She also pointed out teachers' problems in implementing the spiral curriculum. She affirmed that school heads forced teachers to teach subjects outside their field of mastery. On the other hand, she stipulated ways of coping with the difficulties she encountered in her teaching profession.

"For the slow ones, I had remedial classes. And for the advanced ones, enrichment activities just to cope what they need...Just go with the flow and do what I can do best. In this teaching profession, this really needs our dedication." (RP7)

Research participant 7 also considered personal and emotional engagement to cope with the challenges in the Department of Education.

"Just think of the rewarding moments with my students. The rewarding moments are those moments when you see your students learning and you have made a difference in their lives. Meaning, you make them lifelong learners...Teaching is my passion and I don't think I can do things other than teaching which is meaningful to me and which is more useful to my students and to other people in my community. So I really give my best teaching." (RP7)

Case 8. Research Participant 8, 38 years of age, has served DepEd as a classroom teacher for the last 16 years. He occupies Master Teacher 1 position from the Division of Bukidnon. He asserted that paper works over-burdened teachers. With time constraints and family demands, teachers have to accomplish many reports and paper works from other government agencies. But importantly, he stipulated ways of persevering with school and family demands.

"One major thing is just really to persevere and just think of it as part of the job. Even if it's really very hard, I just think of my family as an inspiration so that I would be able to really overcome all of these challenges. Maybe, I just try to find continuous enjoyment in my job. Even if it really pushes me down, I tried to finish everything. I have my internal motivation to finish the job, to really work out everything so that I will become an efficient teacher." (RP8)

He also enumerated different sources of motivation to cope with the demands in the teaching profession.

"Perhaps, I think of my salary as my motivation. I am actually compensated well with this particular job as a teacher...Maybe the motivation to increase my rank such as job promotions. Or I actually consider this as a service to the Filipino learners in my lifetime...I want to maximize my impact not only to the students but also to the society...I want to be an agent of change as a teacher in DepEd...I enjoy working with the learners...I have sense of contentment." (RP8)

Case 9. Research Participant 9, a male teacher from the Division of Malaybalay City. She is 31 years of age. He occupies a Teacher 1 position in DepEd, working as a public high school teacher for the last nine (9) years. He struggled with the ranking system in the Department of Education. He called for a clear and transparent system of promoting teachers to a higher rank. He considered leaving the teaching profession and looking for opportunities abroad. Accordingly, teachers struggled to perform at their best because of the lack of support from the administrators. In the meantime, he coped with the challenges encountered in the teaching profession in numerous ways.

“Self-motivation. I always go back to the days when I prayed real hard to get this job. I’m blessed to be surrounded with people who have the same wavelengths as me. Working for several years in DepEd, we have eventually come to realize that the challenges are inevitable and sometimes we just have to go with the flow like dead fish. But we are desperately hoping that one day things will change...I don’t know if it’s considered as my way of coping with the demands but hello naa pa ba koy laing choice? [I don’t know if it’s considered as my way of coping with the demands but hello do I have other choice?] I prayed so hard to get this job...I have to swallow everything including my principles and beliefs...It’s the only way to survive here. That is why I really have to look for other ways to survive.” (RP9)

He also cited practical ways of adjusting with the difficulties he experienced as a teacher in the Department of Education.

“To add, wa nakoy nahibaw ang laing work aside from teaching. So tiis lang kay poor ta dri [To add, I don’t know other work aside from teaching. So I have to bear with it.] ...This is the only job that I know. If I quit, because of principle and too much idealism, basin magtinga ko [I might die from hunger]. I think the most practical way to cope is to just swallow everything in the system. Including the stress and all the stressors. I can’t do anything to change the system. In my seven years in DepEd, I always felt hopeless, powerless, overloaded, unappreciated classroom teacher.” (RP9)

Case 10. Research Participant 10, 29 years of age, is a female teacher from the Division of Bukidnon. She occupies a Teacher 2 position who has worked at DepEd for seven (7) years as a junior high school teacher. She handled problematic students who cut classes and incur absences. She had difficulty monitoring the students and managing their behavior. Despite the overwhelming challenges in the teaching profession, she developed diverse coping strategies for her respective struggles.

“I am not that type of person who would bring school problems beyond 5:00 PM or beyond school days. When I get home, everything should be left at school. That’s one of my coping strategies that helped me a lot with different challenges...I usually meet the deadlines. I cram. I double, I triple, I quadruple my time as much as possible. I try to stretch my limits as much as possible.” (RP10)

She also expressed several factors that motivate her to persevere in the teaching profession.

“I need to work because money won’t work for me. So I need to work in spite how stressful the teaching profession is...I want to help my students and I want them to change for the better. And I want to make impact to their lives...I always remind myself the purpose why I am here in this world. I need to motivate myself and accept the challenges to do my duties and responsibilities as a teacher.” (RP10)

Teachers’ Coping Strategies in the Department of Education: Themes Across Cases

The thematic analysis of this study aimed to investigate the major themes and sub- themes that describe Region IX junior high school teachers' coping strategies with the Department of Education's challenges. The final stage in this exploration intended to examine and analyze the themes across all cases. The preliminary data from ten (10) teachers, along with the data gathered through observation of interactions with the research participants, reveal eight (8) major themes derived from twenty-four (24) sub-themes. The following themes and sub-themes contribute to a deeper appreciation of the research phenomenon.

Table 1

Themes and Sub-Themes on Teachers’ Coping Strategies

Themes		Sub-themes	
Teachers’ coping strategies include:			
Theme 1:	Active Coping	1.	being steadfast to the demands of teaching profession

		2. time management as a coping strategy
		3. putting effort to do things
		4. overcoming challenges by rewarding themselves
		5. perseverance in teaching profession
		6. overcoming challenges in different ways
		7. handling challenges by being patient and considerate
		8. giving their best in teaching
Theme 2:	Positive Coping	1. positive outlook towards challenges
		2. becoming mature in overcoming difficulties
Theme 3:	Flexible Coping	1. flexibility in teaching profession
Theme 4:	Support Group System	1. family as a source of inspiration seeking
		2. inspiration from students
		3. seeking core support from family, teachers, mentors, and administrators
Theme 5:	Acceptance	1. acceptance as a coping strategy
		2. handling problems with grace and dignity
Theme 6:	Avoidant Coping	1. avoiding stress and hassles
Theme 7:	Commitment to Personal Growth	1. seeking professional development as a motivator
		2. motivation in teaching through salary, security of tenure, and job promotion
		3. contentment in teaching profession
		4. sense of purpose in teaching
Theme 8:	Emotional Drivers and Motivators	1. passion for teaching
		2. love and dedication of service
		3. self-motivation in teaching profession

Theme 1: Active Coping

A major theme common to all participants was that they handled challenges through direct efforts, firm belief, and complete control over the situation. The teachers in different forms manifest this phenomenon of active coping strategy. Teachers tend to overcome challenges by rewarding themselves, being patient and considerate, and persevering in their teaching professions. Studies showed that individuals practice active coping if they have more personal and environmental resources than avoidant coping (Holahan & Moos, 1987). Active coping strategies highly predicted resilience (Stewart & Yuen, 2011).

Active coping is similar to problem-focused coping, which aims at problem-solving or doing constructive things (Folkman & Lazarus, 1980). In this study, junior high school teachers enumerated and described the different problems or challenges experienced in the field. Out of an awareness of the potential sources of stress, an individual exerts conscious attempts to either reduce or eliminate the source of stress (Lazarus, 1982). That is why teachers in the field actively cope with the Department of Education's challenges by being steadfast in the demands of teaching profession, putting effort into doing the things that they need to do, giving their best in teaching, and overcoming challenges in different ways.

Sub-theme 1.1: Teachers cope up by being steadfast to the demands of teaching profession. Junior high school teachers in the Department of Education tend to withstand the work demands of the teaching profession. All the research participants agreed that their life as a teacher is full of challenges. But despite copious work demands, they remained firm and steadfast in their teaching profession.

Sub-theme 1.2: Teachers cope up by including time management as a coping strategy. Junior high school teachers in the Department of Education exhibited proper time management as they overcome challenges in the teaching profession. In schools where teachers experienced problems or difficulties from day-to-day, they eliminated the harmful effects of daily exposure to workplace challenges by managing their time well (Pagayanan, 2016). Indeed, managing their time better is a healthy problem-focused coping mechanism.

Sub-theme 1.3: Teachers cope up by putting effort into doing things. The participants reported that they do and finish every requirement one step at a time. Teachers have to deal with many challenges, such as preparing lesson plans and instructional materials, submitting reports and other paperwork, and time-consuming extracurricular activities.

Besides, Filipino teachers confronted with other problems such as high cost of living, inadequate finances, insufficient teaching-learning materials, balancing the diverse needs of the learners, establishing relationships, and many more (Rabago-Mingoa, 2017).

Despite voluminous things to do and to bear with, teachers put effort to comply with every requirement and outdo each demand. As part of their coping mechanisms, teachers accomplished things earlier and one step at a time.

Sub-theme 1.4: Teachers coping strategy includes overcoming challenges by rewarding themselves. Teachers are mandated to be at their best at all times and in the practice of their profession. Indeed, many challenges threatened this mandate for each Filipino teacher. However, junior high school teachers of the Department of Education strived to practice professional efficacy by handling problems properly. One of these coping techniques manifested by the teachers in overcoming challenges is rewarding themselves. They considered traveling to other places in-between the school year as a breather and a coping mechanism.

Sub-theme 1.5: Teachers cope up with perseverance in the teaching profession. Some teachers withstood the workload challenges and difficulties in the classroom and the school community by persevering and finding joy in the teaching profession. Teachers continued by believing in their ability to teach and considering teaching as part of their daily routine. Though teachers are overworked yet underpaid, they opt to stay in their teaching profession regardless of various difficulties. Perseverance in the teaching profession is a behavioral response designed to overcome the setbacks in conquering challenges.

Sub-theme 1.6: Teachers cope by overcoming challenges in different ways. There are many occurrences where teachers resisted highly challenging and stressful responsibilities in the workplace (Wiggins, 2015). Indeed, some teachers flourished very well in facing these challenges by looking for different solutions. Some teachers do further steps in exploring the available options by doing research. Other teachers remained proactive as they continuously look for remedies to solve problems. When teachers are overwhelmed with excessive paperwork and time constraints, they looked for different ways to meet the deadlines.

Sub-theme 1.7: Teachers handle challenges by being patient and considerate. Teachers maintained their effort in teaching by being patient. One of the global problems in the educational system nowadays is teacher retention, as teachers abandon the teaching profession (Mukamazimpaka & Gaikwad, 2019). In recent years, a surprising number of new teachers called it quits to discharge their tasks in the job (Fantili & McDougall, 2009; Gonzalez, Brown & Slate, 2008). In schools where it is impossible to avoid challenges or difficulties, teachers should possess patience and consideration to eliminate the detrimental effects of continued exposure to stress.

Sub-theme 1.8: Teachers handle challenges by giving their best in teaching. Teachers effectively managed their problems by exerting their best efforts in performing their duties and responsibilities. As part of their problem-based coping, teachers performed at their best to boost their wellbeing. This style is beneficial in handling and controlling potential stressors in the teaching profession.

Theme 2: Positive Coping

Positive coping counterbalances difficult situations. For a corresponding volume and level of stress fronting the teachers, they engaged positive coping mechanisms (Pagayanan, 2016). Teachers exhibited positive coping styles by confronting challenges in the teaching profession by manifesting a positive outlook on challenges and becoming mature in overcoming difficulties. This style enhanced the teachers' wellbeing by showing the right perspective as they view problems as an opportunity to grow. Having a positive attitude allows the teacher to practice professional efficacy by handling issues correctly (McLaughlin, 1992). Conversely, when a teacher faces challenges poorly, this response precipitates to a state of stress that is potentially dangerous to his/her performance and wellness (Rabago-Mingoa, 2017). Coping strategies, such as positive coping significantly associated with resilience (Stewart & Yuen, 2011).

Sub-theme 2.1: Teachers cope by having a positive outlook towards challenges. Junior high school teachers in the Department of Education tend to flip negative situations into positive ones. They imbued the value of positivity. They looked at problems as an opportunity to grow. Their positive mindset allowed them to focus on their job. As a form of cognitive coping mechanism, having a positive outlook towards challenges advocates a change of perception about problems as potential sources of stress.

Sub-theme 2.2: Teachers cope by becoming mature in overcoming difficulties. Becoming knowledgeable in

overcoming challenges is a manifestation that teachers tend to focus on the positive side instead of yielding to problems. This positive coping mechanism allowed the teachers to enhance their emotional and behavioral wellbeing. And through this technique, teachers become well-adjusted persons in confronting difficulties.

Theme 3: Flexible Coping

Teachers demonstrated the phenomenon of flexible coping by being able to adjust to handling problems and responding to changes. If they are threatened by challenging events in the teaching profession, they show a willingness to change. They undergo a reevaluation of teaching standards and expectations. Junior high school teachers coped with the demands in the Department of Education by going with the flow. This style entails that they just do what they are told to do. Teachers looked for different ways to survive in their teaching profession. Some teachers swallowed everything, including their principles and beliefs, to survive. Indeed, they considered flexibility as a coping strategy.

Flexible coping entails shifting one's mental and behavioral responses to changing situational demands. The flexible coping strategy showed a significant association with controllability and impact in differentiating stressful situations (Cheng & Cheung, 2005). Flexible coping correlated positively with better psychological wellness and minimized anxiety, depression, and distress (Kato, 2012).

Sub-theme 3.1: Teachers cope with flexibility in the teaching profession. Teachers exhibited flexibility in the teaching profession by reevaluating their teaching standards and expectations when confronted with things beyond their control. The dynamic nature of the teaching profession is inevitable. Teachers are willing to respond to changes submissively. Teachers tend to be flexible and practical rather than idealistic.

Theme 4: Support Group System

The teachers' primary distinguishing characteristic is their tendency to seek support from teachers, mentors, and administrators as they conquer exhausting and discouraging challenges. They also overcome challenges by seeking family support. Some educators obtained inspiration from students who need help as they continue to do more for the welfare of the students. The support group system provided the teachers an opportunity to share personal experiences and feelings through a core network of people close to their lives. Seeking core support and inspiration from the teachers' support group provided them new insights and approaches to a problem.

Bam, Oppong and Ibitoye (2014) identified spiritual guidance, receiving moral support from the family, and forming a cordial relationship with others as the most frequently used coping strategies. Social support groups highly predicted resilience (Stewart & Yuen, 2011). Indeed, opening a stressful experience with a supportive core group is an effective technique to minimize potential stressors. There are two reasons why people seek out social support; first is for instrumental purposes like seeking advice, assistance, or information; and second is for emotional reasons like getting moral support, sympathy, or understanding (Carver, Scheier & Weintraub, 1989).

Sub-theme 4.1: Teachers cope by considering their family as a source of inspiration. Junior high school teachers in the Department of Education persevered in their teaching profession because of their family. They thought family as an inspiration to overcome challenges.

Sub-theme 4.2: Teachers cope by seeking inspiration from students. Despite the workload and curriculum challenges, teachers obtained inspiration from students who badly need help. They wanted students to change for the better. When students are learning, teachers consider it as one of the rewarding moments in the teaching profession. And because of that, they wanted to do more for the welfare of the students. They aspired to produce lifelong learners and make a difference in the lives of the students.

Sub-theme 4.3: Teachers cope by seeking core support from family, teachers, mentors, and administrators. Seeking external help from a core group of family, teachers, mentors, and administrators can significantly diminish the undesirable effects of potential stressors. Indeed, overcoming challenges becomes easy when teachers have a strong support group.

Theme 5: Acceptance

Acceptance as a coping strategy allowed the teachers to recognize that there are events beyond their control. They manifested acceptance coping by persevering and handling problems with grace and dignity. They accepted the challenges without clashing against the things they cannot control in their teaching profession.

Acceptance as a coping mechanism appeared to be controversial as studies propose it is adaptive, while others testify adverse outcomes on mental health. Active acceptance is associated with positive psychological results, while resigning

recognition correlated with adverse psychological outcomes (Nakamura & Orth, 2005). Different researchers documented the positive effects of acceptance as a coping strategy for various problems and sources of stress. Acceptance-based coping strategy increases control over an enormous workload and expedites job control's influence on task performance (Kishita & Shimada, 2011). It is associated with better outcomes (Forman, Hoffman, McGrath, Herbert, Brandsma, & Lowe, 2007); and improves the quality of life (Silva, Crespo, Carona, & Canavarro, 2015).

Sub-theme 5.1: Teachers embrace acceptance as a coping strategy. Junior high school teachers in the Department of Education tend to handle challenges with acceptance. They accepted difficulty with a smile. Undoubtedly, teaching is a very demanding profession, but teachers receive the challenges to do their duties and responsibilities. Teachers persevered by accepting the fact that problems in the teaching profession are inevitable.

Sub-theme 5.2: Teachers cope by handling problems with grace and dignity.

Researches recorded teachers' challenges in their teaching profession. Work overload posted the most considerable challenge among teachers (Austin, Shah & Muncer, 2005). Makiwane-Mazinyo and Pillay (2017) revealed some difficulties encountered by the teachers: overloading the curriculum, inefficient teaching methods, lack of training, and lack of support. Despite these challenges, teachers persevered and considered problems as part of their job. Thus, they handled difficulties with grace and dignity.

Theme 6: Avoidant Coping

Avoidant coping comprises conscious effort to ignore the problem and mentally avoid troubling thoughts and experiences. Frequently, teachers employed avoidant coping mechanism by preventing stress and hassles. They overcome challenges by getting rid of distractions. The teachers manifest the phenomenon of avoidant coping as they leave school problems at school. As they get home, they get rid of school issues. Thus, they avoid the problem. Austin, Shah and Muncer (2005) pinpointed that stressed teachers employed negative coping strategies such as avoidance. Avoidant coping works best on people under completely overwhelming situations. It is helpful only for a short-term basis because of their counterproductive consequences. Escape avoidance of addressing stressful events leads to unresolved problems, reduced resilience, and induced negativity. Lower resistance and more perceived stigma predicted avoidant coping (Schibalski, Mueller, Ajdacic-Gross, Vetter, Rodgers, Oexle & Ruesch, 2017).

Sub-theme 6.1: Teachers cope by avoiding stress and hassles. Junior high school teachers in the Department of Education overcome challenges by preventing stress and hassles. They get rid of the distraction. This form of avoidant coping mechanism is manifested by the teachers when they leave school problems at school. They do not entertain potential stressors in their teaching profession at home and in other places.

Theme 7: Commitment to Personal Growth

Teachers' commitment to personal growth, as a coping strategy, is characterized by their lifelong dedication and efforts to become better educators by staying relevant and up-to-date. Commitment to personal growth highlights a sense of purpose, security, and contentment in the teaching profession. They pursued professional development by attending training-workshops and engagement in graduate and post-graduate studies. Commitment to personal growth as a coping mechanism motivates teachers to keep pace with the current teaching standards. Ghavifekr et al. (2016) emphasized that the teachers lack competency in integrating new technologies into the school teaching and learning process. Through their commitment to personal growth, teachers coped with the latest trends and demands in education by growing intellectually and giving efforts to the training necessary to do their job. Thus, every day is an opportunity for the teachers to grow personally and professionally.

Teachers' commitment to personal growth conforms to the Code of Ethics for Professional Teachers under the provisions of R.A. No. 7836, mandating every teacher to uphold the highest possible standards of quality education. The Code of Ethics for Professional Teachers mandated all educators to make the best preparations for the career of teaching. Moreover, the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017 highlights teacher quality. Domain 7 of PPST emphasizes teachers' personal growth and professional development. It highlights teachers' appropriate and high respect for the profession by maintaining conditions that advocate the dignity of teaching — this domain values personal and professional reflection and learning to improve practice.

Sub-theme 7.1: Teachers cope by seeking professional development as a motivator. Teachers enriched professionally through seminar-workshops and through their persistent attitude of applying the advancements learned through trainings. Continuing professional development is significant because it safeguards competence in the teaching profession. Nowadays, educators grappled the changing educational trends year after year. And teachers should be ready to embrace innovative tools and technologies to provide students with quality education continuously. Teachers seek to upgrade professional competence by enrolling in graduate studies related to the field of teaching to ensure continuous growth. They try to participate

in relevant school, division, or regional level activities that promote professional growth and development. To become a better educator forms an integral part of the teachers' commitment to personal growth.

Sub-theme 7.2: Teachers coping strategy includes motivation in teaching through salary, the security of tenure, and job promotion. One of the reasons teachers in the Department of Education persevered in their teaching profession is salary and security of tenure. They also considered job compensation and promotion as their motivation. As a form of extrinsic motivation, teachers showed persistence to work as their commitment to overall personal growth.

Sub-theme 7.3: Teachers coping strategy includes contentment in the teaching profession. Teachers with high mental, emotional, and physical quality of life tend to deal with the challenges in the teaching profession. This status can only be attained if teachers have a sense of contentment in teaching. Through a commitment to personal growth, teachers considered the teaching profession as an ultimate choice.

Sub-theme 7.4: Teachers cope by having a sense of purpose in teaching. Some teachers withstand the workload challenges and difficulties in the classroom and the school community by anchoring on their knowledge of use in education. As part of their commitment to personal growth as a coping mechanism, teachers found meaning in teaching.

Theme 8: Emotional Drivers and Motivators

One of the types of coping strategies used to deal with threatening situations is emotion-focused coping. It is a coping style that intends to manage emotional distress with the condition to endure (Folkman & Lazarus, 1985). In this study, teachers were driven by their emotions as they endeavor to achieve their goals. These emotions fueled their motivation to succeed in performing their duties and responsibilities. As a coping strategy, emotional drivers and motivators stimulated the teachers to consistently show passion for teaching as well as love and dedication of service. Teachers found continuous enjoyment in education and working with the learners. They appropriated pride in their responsibility of empowering young people.

Moreover, they recognized their significance by serving the learners for a lifetime. As a coping strategy, emotional drivers and motivators anchor on The Hierarchy of Needs of Abraham Maslow's Humanistic Theory. Emotional drivers and motivators propelled an individual to actualize his abilities and potentials to become successful and happy (Maslow & Lewis, 1987).

Sub-theme 8.1: Teachers' coping strategy includes a passion for teaching. Teachers in the Department of Education continuously exhibited a passion for teaching. Though educators encountered various struggles in the field, they manifested persistence and love in their teaching professions in a long time. Specifically, they showed a passion for empowering young people on a long-term basis.

Sub-theme 8.2: Teachers' coping strategy includes love and dedication of service. Junior high school teachers in the Department of Education asserted their love of teaching. They enjoyed working with the learners and exhibited dedication in their teaching profession. Despite the overwhelming challenges in teaching, teachers wanted to be of service to the learners for a lifetime.

Sub-theme 8.3: Teachers cope with self-motivation in the teaching profession. There are numerous cases where teachers struggled with highly challenging and stressful responsibilities in the workplace. Work overload posted the most considerable challenge among teachers (Austin, Shah & Muncer, 2005). Despite these challenges, teachers looked for self-motivation in their teaching profession. Even though they need to comply with a lot of reports and paper works, teachers anchored on their internal motivation to finish the job.

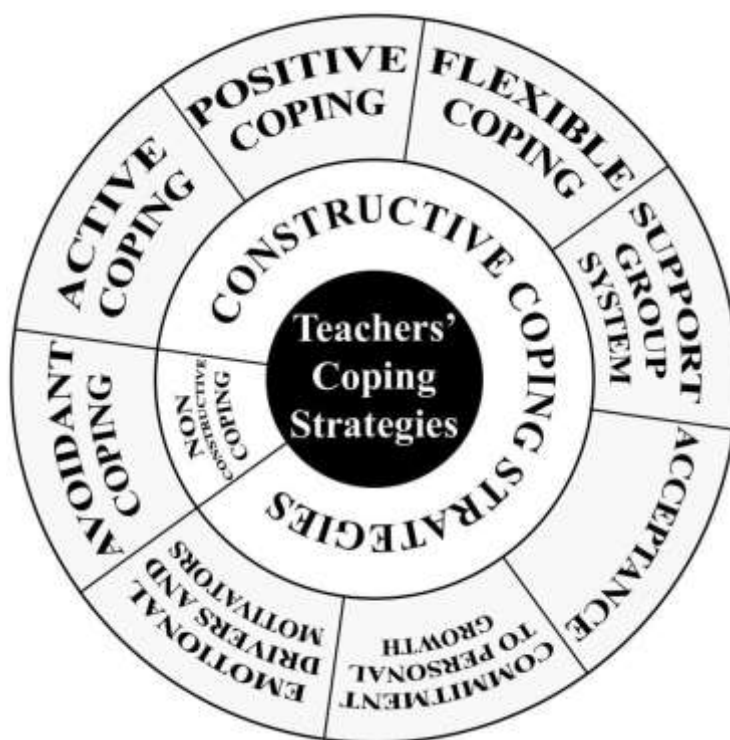
SUMMARY OF FINDINGS

This analysis captured and formulated eight themes describing junior high school teachers' coping strategies with the Department of Education's challenges. Intuitively, the items include active coping, positive coping, flexible coping, support group system, acceptance, avoidant coping, commitment to personal growth, and emotional drivers and motivators. These themes indicate that teachers utilized various coping strategies developed over a while. These distinct coping strategies of the teachers suggest that some mechanisms which operate for someone else might not work for others. Teachers experienced different difficulties at the end of the day, so they chose to apply different coping strategies. Conversely, teachers manifested various coping strategies so that they can adapt to different situations or challenges.

Constructive and non-constructive coping strategies emerged as the two overarching meta-themes from these findings. The model of teachers' coping strategies showed that constructive coping strategies are the predominant coping mechanisms.

Teachers' constructive coping mechanism includes active coping, positive coping, flexible coping, support group system, acceptance, commitment to personal growth, and emotional drivers and motivators. These strategies promote improvement or development over a long period. On the other hand, non-constructive coping mechanism comprises avoidant coping that is helpful for teachers only on a short-term basis because of their counterproductive effects.

Figure 1. Model of teachers' coping strategies showing the themes and meta-themes



Several studies reported various challenges encountered by the teachers in the practice of their teaching profession. Theoretically, an individual utilizes a variety of coping strategies. Coping mechanisms are dependent on specific contexts and experiences. In this research, case analysis explored the occurrence of coping strategies associated with difficulties in the 10 cases of junior high school teachers in the Department of Education.

However, the teachers' distinct coping strategies may differ slightly across age groups, genders, and cultures. Teachers' coping strategies might vary to some extent between private and public schools and even elementary, second levels. This present study suggests that teachers' coping strategies should be explored in different aspects of Filipino teachers' generalizability.

CONCLUSION AND RECOMMENDATIONS

This study provides information on teachers' coping strategies with the challenges in the Department of Education. Teachers' coping mechanisms include active coping, positive coping, flexible coping, support group system, acceptance, avoidant coping, commitment to personal growth, and emotional drivers and motivators. These distinct coping strategies of the teachers suggest that some mechanisms which operate for someone else might not work for others. Constructive and non-constructive coping strategies emerged as the two overarching meta-themes from these findings. Coping mechanisms are dependent on specific contexts and experiences.

Based on the findings and conclusions of the study, the following are the recommendations: (a) School heads may initiate training on developing effective coping strategies of the teachers, (b) Division office with the HRD may organize training that will enhance school administrators' support to the continuing professional development of teachers, (c) future research may highlight teachers' coping strategies across age groups, gender, and culture, (d) utilize other regions as the scope of the study, (e) and future studies might explore quantitative analysis on teachers' coping strategies both in private and public schools.

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